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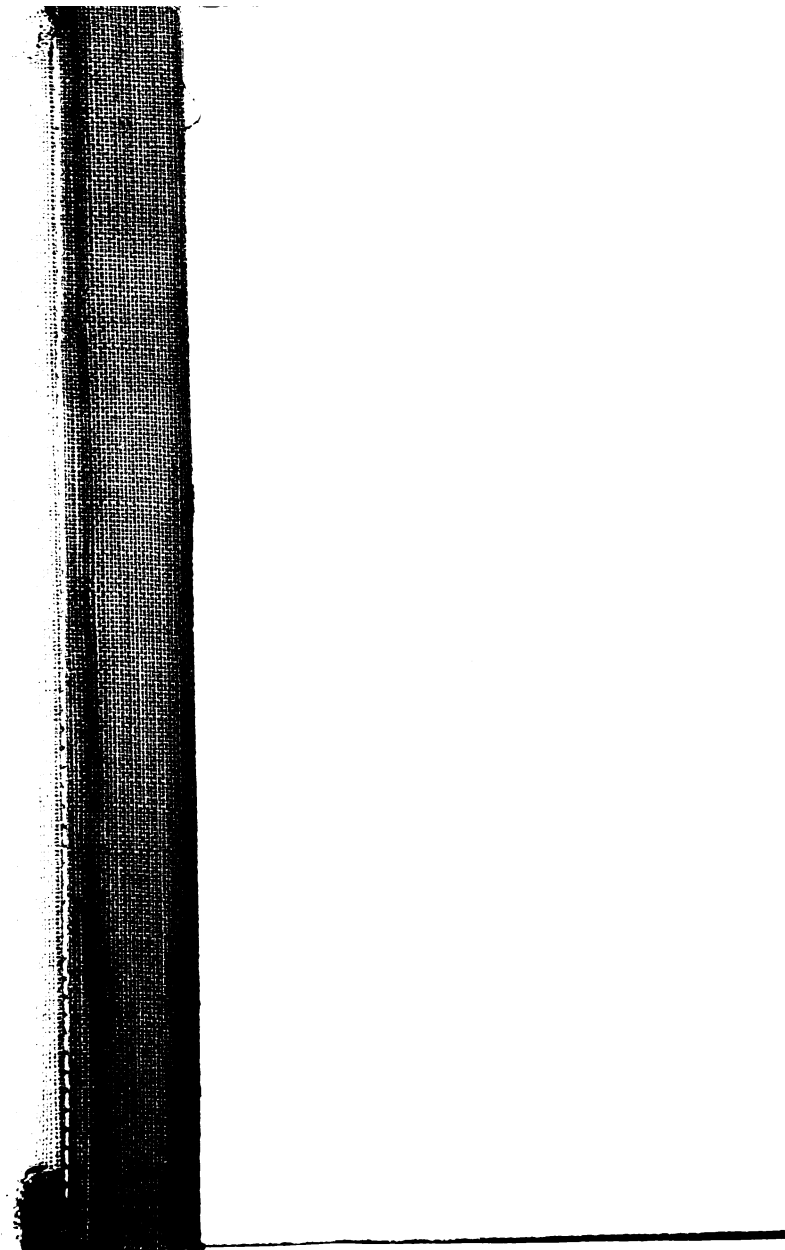
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2624 f.15 Hints from Uppian schools on Prefects 1850







HINTS

FROM

UTOPIAN SCHOOLS

ON

PREFECTS.



BEING TWO ADDRESSES DELIVERED BY THE WARDEN OF
COLLEGIATE SCHOOL IN THAT HAPPY LAND.

Ἔστιν δὲ, κοῦκ ἔτ' ἔστιν ἀλγύνει δέ με.

. . . οὔτε γὰρ ἔγωγε ἐνδέκομαι Ἑριδανὸν τινα καλέεσθαι
πρὸς βαρβάρων ποταμῶν, . . . οὔτε νήσους εἶδα Κασσιτερίδας ἐούσας.
—Hdt. iii. 115.

"He shoots higher that threatens the moon, than he that aims
at a tree."—G. HERBERT.

OXFORD,

JOHN HENRY PARKER;

AND 377, STRAND, LONDON.

M DCCCL.

2624 f. 15

"To-morrow we have settled to induct the Prefects. We have always contemplated governing the school, as much as possible, through the school itself. It accustoms boys to exercise power, and is the only way of creating a sound public opinion in the school, and an *esprit de corps*, and sound social principle, to give them something like a constitution of their own. If we do not form one for them, the boys will form one of their own, which will probably be very vicious and tyrannical, and be founded on the law of brute force."

Journal at St. Columba's, p. 59.

OXFORD:

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EDITOR'S PREFACE.

BUT few months of my short life have been spent in travelling, yet I flatter myself (such is the pride of my heart) that in that short time I have achieved more than many who have spent years in world-wide wanderings. Some months back I had the good fortune, I cannot take credit to myself for the discovery, to find myself in Utopia.

The when and the how of my journey thither I am not at present at liberty to divulge. I may not even state in which quarter of the globe it is situated, or whether it does not form a distinct quarter of itself, to be added to the already overloaded four. It was necessary to say thus much in order to explain how I became possessed of the Address, which I hasten to put into the hands of the public. Among the many objects of interest and beauty, natural and moral, which I had the extreme happiness to contemplate in that highly-favoured land, from the contemplation of which I have derived not merely transitory delight, but, I

trust, lasting good, my attention was especially attracted (as any one who knows me and the peculiar turn of my mind might have anticipated) to the state of education there, and especially that of the higher orders. As soon as my many friends (upon using this word I must pause to say that the coldness of my English heart was at once melted by the warmth of those open hearts, which sparkled through their speaking eyes, and that my naturally sluggish tongue was thereby moved to a volubility and communicativeness truly surprising to itself and me; so that in an incredibly short time, incredible at least to us cold matter-of-fact Anglo-Saxons, I had formed deep friendships, such as with us it takes many years, unless indeed they be school days, to cement)—my kind friends, then, quickly discovering, as true friends ever will, the bent of my mind, and anxious to please me in every possible way, gave me all the facilities that were within their power, of seeing and hearing whatever concerned my favourite study. Never can I forget the solemn impressions made upon my mind by the first sight of those distant buildings, venerable even in their newness, which broke upon us as we turned, in our descent, the last verdant hill that formed part of nature's barrier to that lovely college vale. Much had I heard from my Utopian friends of the flourishing state of St. Michael's College. Owing to the rapid in-

crease of population (for with them also, as with us, prosperity and population have of late been rapidly advancing), the rulers of their Church, who are the sole directors of the education of the nation, had determined to establish additional collegiate schools in order to meet the increasing demands for the education of the higher orders. They considered it advisable, (and most wisely, I cannot but think,) at once to found a new college for this purpose, rather than suffer the older institutions, which they designed to copy, and, if possible, to reproduce, to become overgrown, and thus weakened in their efficiency and discipline by excess of numbers.

But I must not suffer myself to be drawn into a digression. I must pass over in silence the charms of that visit, which were so enchanting that often, when looking back upon them, I am half tempted to believe it a dream or a vision rather than a reality. Suffice it to say that among the many hearts there whose warmth enkindled an answering flame in my own, I formed an especial friendship, (for warm friendship is not inconsistent with the deepest reverence,) with the venerable Warden. I had the happiness to be present at the delivery of his Address on the institution of Prefects. I begged earnestly that he would allow me a copy; this request he granted, though reluctantly, for he shrank from even thus

far perpetuating words of his own, which he felt to be so imperfect; and perhaps he foresaw what my next petition might be. One victory gained over his modesty encouraged me boldly to try another. "Pray allow me to publish it on my return home." He firmly refused; I urged the good that I sanguinely hoped it might do; in fact, all motives that I could think of as likely to induce so good a man to see his own words in print; and my rhetoric prevailed. I may have over-estimated the value of this address: I know that I am incompetent to judge of its merits, and that for two weighty reasons; first, my own inexperience; secondly, my affection for the writer, which is so deep as almost to identify him with myself. I am conscious too of the small literary pretensions of his simple words, but there are many points in his thoughts which I think may be useful to us in these days of the creation of collegiate schools. I am conscious also of a deficiency of arrangement in the points treated of; this naturally arises from the haste with which it was penned, though the subject treated of had necessarily long been a subject of thought in its different details. My friend was aware of this, and kindly gave me an outline of his thoughts upon Prefects which he wished to give vent to in the following Address, arranged somewhat more systematically. Yet, from the nature

of his audience, he did not think to prove every point, believing too that for the most part such a subject does not admit of any proof but that of experience. I trust that my zeal has not altogether deceived me, when it led me humbly to hope that some good at least may be derived from the publication of these pages.

Prefects are needed in a collegiate school :

I. To assist the governing body by sharing the responsibility.

II. The responsibility of boys, seeing that it naturally exists, should be legally recognised.

III. The sense of such responsibility strengthens the feeling of dignity in the boys holding office, and this is a very important part of education.

IV. There is need of stability and conservatism in a school which shall perpetuate good from generation to generation ; and this would be produced by any thing like a corporate body in the school.

V. The good feelings of the school, or a portion of it, on the side of order, want an authorized mouth-piece and the arm of right, lest they incur the odium rightly attached to informers.

Objections made against Prefects.

1st. They bully.

Ans. They are the most effectual barrier against bullying.

2nd. They perpetuate evil instead of good, and by their power form a resolute barrier to all improvement when evil has once crept into a school.

Ans. The same objection holds against all systems of government; the more efficient they are for the diffusion of good, when good, the more dangerous will they be when corrupt; *Corruptio optimi est pessima.*

Since writing the above, my kind friend has favoured me with a copy of another short Address, delivered to the Prefects in his private room, which, as he says, "renders the former somewhat less incomplete, and perhaps somewhat more intelligible. Having been led to allow the first to be printed by your persuasion, and for your sake, perhaps you will add the second for mine." Which accordingly I have most gladly done.

AN ADDRESS,

&c.

MY DEAR BOYS,

WE have arrived at a very important era in the history of this institution. For four years we, the Warden and Fellows of this House, have been toiling at the foundations of it, bearing on our unassisted shoulders (humanly at least unassisted) the burden of responsibility, which, heavy as it will always be, must needs be doubly so when thus concentrated. For you were young, though this of itself ought not to be considered sufficient to release you from sharing the responsibility, but that there was added to it your inexperience and want of training in the wholesome scholastic discipline which we are here desirous to maintain, and trust may be for ever maintained. But now you all know full well what the discipline of the place is, and by it, as we trust, you feel what the discipline of a public school ought to be; and very many of you, I am thankful to believe, are anxious to see it carried out, and feel indignant at

any breach of it: for you are conscious that in the firm enforcement of it lies your real happiness. Many of you know from experience (and it is a lesson of inestimable value) that to live under a strict well-enforced rule of life, is far happier and far more satisfactory, than to live lawlessly and irregularly, and according to the changing dictates of your own unchecked will. I hope I am not over-estimating the effects of our regular life, when I say that *many* of you feel thus. I myself believe (and I think my belief is confirmed by, if it does not arise from, experience) that very few boys really *object* to discipline, to say the very least, provided it be consistently, and firmly, and lovingly carried out by men who are themselves evidently living under rule, and are evidently fully convinced of the necessity, and efficiency, and happiness of it. The prevalence of this feeling among you will be some little security to us that the system of school discipline which we are so bent on establishing here will not be transitory; for our object will be but very imperfectly accomplished if only during our own lifetime and supervision this discipline last; we aim at establishing and rooting it so deeply that our death or departure shall not in the smallest degree impair its efficiency. But I fear the feeling of which I have spoken will be of itself but a frail security for the probable accomplishment of our wishes. For

the feeling, though it may be deep, has as yet, no authorized mouth-piece. A boy, or a set of boys, may feel very indignant at some breach of discipline which has come under their cognizance, but not under that of the governing body, yet they may lack the power of bringing it to punishment. For the only power they could at present possess would be that of might. But if physical strength be on the side of the unruly, what are the lovers of order to do? They must either silently bear the to them painful sight of disobedience, and so run the risk of being themselves in time affected with the evil, or else they must turn informers, which would be abhorrent from their open-hearted nature, and from the spirit of a public school, (at least in this favoured land of ours,) and would probably ruin for ever what little influence they might already possess with their school-fellows. We wish, then, to give this feeling on the side of order a mouth-piece and an arm; we wish that it should have the might that right gives, to visit with its own punishment, or in graver cases authoritatively to subject to punishment, any breach of discipline or propriety brought under their notice. This, then, is an additional reason (I could find many more) why we should take the step which we hope now to take, and which it has from the first been our intention to take, but have hitherto been prevented, owing to the imperfection of our

state ; for "Troy was not built in a day," and we may be sure that a place of so vast capabilities for good as this, will not rise without a severe struggle, and without great patience and zeal in overcoming difficulties. A greater power than our own has carried us on hitherto, and now we seem to have been brought so far on our way, as that we may complete the organization of our system. Perhaps it may be presumptuous and hasty to say that by such a step as we propose we shall *complete* our system ; but assuredly without Prefects we are incomplete : nay more, it is the opinion of a high authority on such matters that the Prefectorial system, the system of internal government, is the very essence of a public school, as we have been of old used to apply that mysterious and much questioned name ;—the distinguishing mark and chief cause of the excellence of those time-honoured institutions, which have so long and so deeply influenced the character of our beloved country. We, then, fully convinced of the immense advantages, if not of the absolute necessity of Prefects in institutions such as ours, following the wisdom of our forefathers, so far as we can trace their work in the moss-covered walls of the giant structures which they were enabled to raise and perpetuate, and humbly trusting that God's blessing will guide all our undertakings to His glory, and the good of His Church, intend to choose out

from among you, and to invest with authority publicly before you all, certain of your number, whom yet we wish to remain of your body as before, though with more privileges, who shall be called Prefects, *quia cæteris Preficiuntur*. Since it would be invidious to make an arbitrary selection (or what might seem arbitrary) from your whole body, and after all we might be mistaken ; and not knowing any better rule of appointment than that which is adopted at other public schools, we shall appoint to this office the boys in the Sixth Form ; but any boy will be liable, if he bears a bad character, to be rejected from office, though in the Sixth ; and also a Prefect will be liable to degradation for abuse of power, or other grave misdemeanour. This step we take not in blind imitation of antiquity, not because we think that every institution that is old must necessarily be good ; (though that it has borne the test of ages is assuredly a high recommendation ;) but because we believe that we see in it the remedy, and a very efficient one, which our forefathers used to meet difficulties which we deeply feel, and to some of which I have already alluded. We know how unable we are to govern the school without some assistance from within it. We know that a country which requires to be governed by some external power, unaided from within, as in the case of martial law, is in a dangerous state, and one not

likely to last long. And in like manner we know that a school in which the boys, and especially the elder, do not take an acknowledged and active part in the carrying out of law and order, is not in a sound and satisfactory state. And remember, we are not going to lay a new responsibility of our own invention on the shoulders of the Prefects. In all society the elder members of the community are in their degree morally responsible for the conduct of their inferiors in age and station. It is the law of Nature, i. e., of God. Every word that we say in the hearing of another, and every act that we do in another's sight, (nay, indirectly, even if the word or act do not come under the cognizance of another,) does in a marvellous way, and to an extent of which we cannot judge or conceive, influence the conduct of others, and affects the tone of the society in which we live for good or for evil, perhaps through many generations. This is the case with the words and acts of the very least among you ; but it is especially true of the elder and more prominent in activity or learning, just as a light on a tower is more conspicuous than one on a candlestick. We do not, I say, *create* Prefectorial responsibility, it exists in the laws of God ; our object is to bring it more prominently forward, and give it greater means for action, to impress the fact of the existence of this responsibility upon the most prominent among

you by giving them a reminding name; and to give them greater means of exercising it by investing them with greater dignity and privileges; and raising them nearer to ourselves, as at once the representatives and guides of the body of the school.

I am aware that a great many of you, of the younger at least, are afraid of Prefects, and look upon their appointment with some alarm. I should wish, if I could, to quiet your fears, for I think them groundless, and I firmly believe that this institution will tend to your greater happiness, rather than your troubles. There is a confusion in your heads of Prefects and fagging and bullying; bullying you know to be something disagreeable, fagging you wrongly conceive to be bullying exaggerated, or under another name, and Prefects you have been led to look upon as the cause of both in their worst forms. But really I think you are mistaken. I agree with you only on one point, that bullying is disagreeable, nay more, I believe it to be wrong in the boy who inflicts it; though for all that, it may be, and I believe very often is, useful to the boy suffering, chiefly perhaps as counteracting previous excesses of the contrary tendency at home. I believe that wherever boys are collected together, there will occur, more or less frequently, cases of what is called bullying, I mean instances of boys who

have received wanton annoyance more or less severe, from some one or more of their school-fellows. The more perfect the system of the school becomes the fewer such cases will be; and yet, perhaps, we can hardly expect to arrive at such a state of perfection as that they should *never* occur. Our object is so to cherish a boy's new nature, or rather to give it such opportunities of growth, that the old nature, his human nature, shall gradually decay. We must and do aim at perfection, but we must be prepared for some disappointments; you must not be disheartened if we do not at once succeed in freeing you from all annoyance, for it is to be expected that human nature will occasionally peep out in spite of our precautions. I believe the institution of Prefects, as they were established by our forefathers, to be one of the best (I had almost said the best) of these precautions; besides that it conduces to the good of the school by maintaining a wholesome discipline, and teaching the younger to submit their wills to the will of the elder. *Isay as they were instituted by our forefathers*, for I do not think that the modern attempt which has been started in some new schools, of Prefects or Monitors, will at all answer the same purpose, or indeed have any other effect than that of making the holders of that office odious in the eyes of their school-fellows.

First, then, I think that the institution of Prefects is a very efficient means, if not the only efficient one, of repressing bullying. A bully, you know, is proverbially a coward. He will be greatly checked in his oppression by the fear of punishment. Such a character in any boy might be well known to us, and yet, without something like Prefects we are hardly able efficiently to check his tyranny; partly because we cannot be always present among the boys, (neither is it desirable that we should be, in that it would be liable to check your freedom of action,) and therefore he would frequently escape detection, and partly because even when a particular case of oppression came to the knowledge of a Fellow, he would find, I think, very serious difficulties in treating it; for how could he punish it? It almost seems beyond his jurisdiction, and then he might incur the suspicion of too great interference with you, and this, you know, the whole school would resent. But one of you may say, "supposing the feeling of the school is against a bully, have they not the power of might, which numbers give, to check the bully by physical force, even though he be the strongest boy in the school?" Now I am quite aware that this has been already done among you in more than one case. I know that smaller boys have made a voluntary combination, and have severely beaten a big bully. Certainly there is much that

is cheering in this. I rejoice to think that the feeling of the school is in some cases (it certainly is not so in all) against unkind treatment of each other, and is on the side of the oppressed. But on the other hand, I think there is very much to make us anxious in this spontaneous and irresponsible development of popular power. It is a dangerous lesson for you to learn, that numbers possess might; for what security have we that the power thus discovered shall not hereafter be exercised against right as well as against wrong? I do not then think that this check to bullying, which has grown up among you, is wholly satisfactory, for, as I have said, it is irresponsible and unauthorized, and also it is too near an approximation to the maxim that "might makes right." I should prefer that right should have a more independent existence. It seems to me that such a state of things is but the substitution of one kind of bullying for another, the small boys combined bullying strong boys, instead of strong boys bullying small; and of the two I believe the former to be the most dangerous, being the most irresponsible. But let your Sixth Form be the authorized vindicators of right, let them have privileges, and closer intercourse with us, but at the same time remain among you, as part of your body; let them have the might which deputed and recognised authority gives, and not merely physical force,

and then, I think, things will be in a much more satisfactory state. It is very essential that they should be felt by you to be part of your own body, so that any case of real bullying might be brought before them by the sufferer, without his incurring the odious charge of being an informer, just as now a boy may complain to his school-fellows and gain their sympathy and assistance.

You think, perhaps, that the Prefects will be the centre round which all the other big boys in the school will cluster, and that so bullying "Inferiors" will screen themselves from restraint by friendship with the Prefects: all that I can say is, that if such is the case, we shall have failed in carrying out our intentions, for if they succeed there will be a necessary antagonism and jealousy between the body of Prefects and any big Inferior who is inclined to be turbulent and bullying; and such certainly was the case with the only old Prefectorial system (and, as I believe, the most complete one) with which I have the great happiness to be acquainted, and to which, as a boy, I had the good fortune to belong.

But some of the younger among you may say, it is no use to us if you destroy one kind of bullying by establishing another; granted that Prefects will prevent other big boys from bullying, will they not here, as I hear they have done elsewhere, themselves bully, and all the worse because

they are unimpaired, and to a certain extent authorized in it. I do not deny the possibility of a Prefect's bullying, for though strictly speaking perhaps bullying be a mere strength, yet I think one of the powers of mere strength is to give to Prefects an extended virtually and arbitrarily right fairly be called bullying. I do not deny the possibility, but I assert the great improbability of such a result; and I assert that there are very many more and more efficient checks to their bullying than at present exist to check the bullying that you now suffer from. It is notorious that many among you suffer very much from it have been unsuccessful; would it not be madness to quarrel with this which we believe to be almost the only efficient remedy, because there is a possibility that even then a kind of bullying will occasionally appear? But you will say, Do you not contemplate the existence of such a thing as fagging, and is not that bullying? Yes: we believe it to be impossible to have true efficient that fagging is bullying, or any thing like it. Bullying is, strictly speaking, the arbitrary wanton exercise of the power of mere strength, though perhaps, as I said before, the arbitrary wanton exercise of any power may be called bullying.

Fagging is the exercise of a constitutional power under responsibility, and with a sense of duty; and this surely differs in kind from the other. I know that the word is voted to be a barbarous one by very many in this present day; but then we must remember that this is an age in which men think to get the sweets of life without the bitters, wealth without industry, ease without toil, society without law, happiness without obedience. Upon the subject of fagging, then, perhaps it would be better to follow the practice of previous ages, than the clamour of an indolent and sentimental one. Prefects must be obeyed in all lawful orders, otherwise they will not gain that position of dignity and respect, which it is necessary for the good of the school that they should hold. And if they have not power to call for and expect obedience in minor matters, is it to be expected that they will be obeyed and listened to in those more important matters, which it is especially their duty to manage? Then, on the other side, I think it a most useful lesson for the younger boys to learn to submit to another will besides their own, even in small matters; and it is far better that you should submit to the authority of right than to the power of might, which, it must be obvious to you all, you now in many cases do; for, as I have said before, any exaltation of mere physical force is dangerous.

I do not suppose that what I have said will quell the alarms that many of you feel on this subject; but I thought it as well that you should hear what my opinions were on the matter, even though, in some cases, it may have even increased your alarm. And I wished you to be assured that we were not acting blindly or thoughtlessly, and without being fully aware of what we were doing; as fully aware at least as thought could make us. Indeed you cannot yet understand how deeply we think of and ponder over such subjects. After all, I can do little more than say, *Trust us*. If you think that we are really anxious to do all we can for your permanent and real good, and that of the school, then we may hope, that many of you will acquiesce cheerfully in any step that we think it necessary to take. I may add, for your further satisfaction, some of the safeguards, which seem to me to exist against the abuse of this office which we propose to establish; which are certainly very much more weighty, than any that exist to check either of the two powers already working in the school; I mean the strength and tyranny of big individuals, and the strength and tyranny of a combination.

Remember that the Sixth Form will, for the most part, as long as the school works well, consist of boys who have been longest under the influences of this place, and therefore may be ex-

pected to have imbibed much of its kindly Christian spirit; (may we not, with God's blessing, earnestly hope and trust that such may be the case?) and remember also that for the most part, if not always, they will no longer be boys, but *Christian men*; admitted to the Church's full privileges; they will be Communicants. These two are the great safeguards against their abusing their power; and besides these, their constant and closer intercourse with us will, we hope, be a means of keeping them in the path of duty; and also their minds will have been refined and made gentle by the pursuits they are engaged in, the books that they read, and the subjects on which their thoughts will be engaged.

I need say no more than this to the whole of you, on the subject of Prefects; I shall, I trust, from time to time have much more to say to the body of Prefects, and to individuals of their body.

ADDRESS TO THE PREFECTS.

It is with no ordinary feelings of satisfaction and pleasure that I address the Prefects of this college. I feel more and more the greatness of the step that we have taken in your appointment. I can hardly realize the fact ; and it is ever recurring to my mind, with a feeling of deep thankfulness, ever deepening, and a continually increasing sense of the advantages we may look for from it. I feel somewhat relieved of that overwhelming sense of responsibility which all governors must feel, who have to rule without a sufficiently organized machine of government beneath them. Upon the arrival of young boys for the first time, I shall not henceforth feel anxious lest they should get too roughly handled, for I shall not only have the security for their safety that I had before, in the good feeling of the school, but I shall know that this good feeling is represented as it were by a body, who have authority to act upon it. I shall no longer look upon big boys low down in the school with so much suspicion as, I con-

fess, I have sometimes done ; for they cannot bully ; there are Prefects. Any rule that we make, or orders that we think it necessary to issue, will be preserved and obeyed, for there are Prefects to perpetuate and enforce them. I hope my expectations are not raised above possibility, sure I am, that, as far as they are possible, they will be realized, for I am thankful to think that the body I am now addressing is anxious to do its duty. You hold a most enviable position ; enviable, I mean, to all who are anxious to do good service to God and the Church, and thereby to your country, and mankind at large. Upon you depends in a great degree the future and permanent success of this college. I do not say this to discourage you, it is for your greater encouragement : for the greater the services the greater the reward ; and although the difficulties also are great, yet with God's blessing you may overcome them all. My chief object in calling you together to-day, was to point out the principal heads of duty expected of you ; and further to explain and develope our intentions on several points concerning the distribution of offices among you. The chief heads of your duty may be gathered from what I have already said to the whole school ; and I do not now intend to enlarge much upon them.

Remember then, first, that we look upon you as the enforcers of law and order ; it will be through

you, for the most part, that any new regulation will be made known to the school, and your body will therefore be considered an authority on disputed points of order, and will be to a great extent the preserver of traditionary regulations in future years. For this purpose it is desirable that a record of precedents should be kept by the Senior among you ; but of this more hereafter.

Then, in the second place, we look upon you, not merely as the guides, but as the representatives of the school. I shall expect you to be open with us. If in any case we seem to you to have misunderstood the feeling of the school, or if any thing that we have done, or regulation we have thought fit to make, has created a misunderstanding in the school, I hope that you, through your Senior, will express your opinions respectfully to me in private. And by these means I hope that many smaller difficulties and troubles may be at once put an end to.

Remember, thirdly, that we wish the smaller boys, indeed all the school, to look to you in the first place for redress of grievances. You must be the firm and well-known defenders of the weak and the injured. You must never, within your jurisdiction, see wrong done without righting it, and if the power of the individual under whose notice it is brought be not sufficient to redress it, then he must call in the aid of his brother Pre-

fects, and if they conjointly cannot set things right, then the last resource is the Warden. But this last resource I wish you to be very unwilling to use. You must learn to act for yourselves, strong in the consciousness of right and duty, and knowing that you may have our support and countenance in all that is right. Especially you must be very careful to act heartily together, and support each other's authority, except in the case of abuse of authority, which I could wish, might never, and I hope will very seldom, happen. I wish that the school should feel that Prefects are determined to be obeyed and to see the laws obeyed, and that at the same time their kindness and care of the younger is equal to their firmness. It is very important that you should be firm in enforcing obedience to your orders, but then you must needs be very careful that every thing you require may be lawfully done. According to the admirable words of some old school laws, *qui plebeius est, Prefectis obtemperato, qui Præfectus legitime imperato*.

And above all, see that yourselves are patterns to the whole school, in all goodness, in obedience, docility, industry, cheerfulness. Remember these "golden words," *is Ordo* (that of Prefects) *vitio careto ; cæteris specimen esto*. It is the duty and part of the responsibility of the elders in all society to set a good example ; it is especially yours, for you are Prefects. There is yet another

duty, which seems to me incumbent on the Prefects, or at least which they will discharge cheerfully and carefully if they are at all interested in the welfare of the school. I mean the encouragement of manly games. Many of you perhaps know, that it is, or at least has been till lately, the practice at many of our old public schools, that the junior boys should be obliged to do the servile parts (if I may so call them) of the Prefects' games; as for instance to watch out at cricket. Now I certainly do not like that little boys should be compelled, sorely against their will, to perform an unpleasant service during play hours for any length of time; it certainly militates against the idea of brotherhood which should exist between the seniors and the juniors, and throughout the whole school; and which I hope will ever exist here. And yet I like the effect produced by these compulsory games, (if that be not a contradiction in terms); I mean that the boys become manly and active, and ready to excel at cricket and foot-ball, and all fine games, when their time of seniority comes; instead of being clumsy and awkward, and averse to exercise of any kind, which, without this compulsion, would be too often the case. I am sure that I for my part, am very thankful for having undergone such a wholesome discipline. But would it not be possible for us to get the same very desirable result by means

more satisfactory? I confess I think it would. I remember the eagerness with which new boys used, when they first came, before they knew the disagreeableness of fagging, to ask to watch out at cricket for the Prefects; and I cannot but think that if this willingness were met with kindness, and a readiness to teach them the game in what I may call a brotherly way, it would last. I feel sure (though I know that many of my old school-fellows would laugh at me for saying so) that the juniors would gladly perform such services for the seniors, if they were exacted in a brotherly way: they would feel promoted in dignity by playing with dignity, and they would be pleased to be the recipients of kind treatment. The control that you might thus acquire over the school would be very great and very useful; it would be the control of an elder brother in a well-ordered family over the younger; the one gladly, and carefully, and firmly guiding, the others, for the most part, cheerfully obeying. I am sure you will try how far my theory is capable of being practised. Perhaps I had better add, though you must know my opinion on this subject very well, that I have a great dread of petting sentimentalism, and not a greater dread than it justly deserves. Do not, I beg you, treat boys as though they were babies of an inferior race. Do not be afraid of hurting their fingers, but teach them by your example, and all

kind means in your power, not to be afraid of having them hurt. Remember that they are Christian sons of Christian parents, and therefore they must learn to "endure hardness," for they have a hard service to perform; and also that they are Englishmen, offsprings of a hardy and a manly race. Let all your conduct be manly as well as gentle.

Since what is every body's business is very apt to be nobody's, and never performed; we intend to appoint the five seniors among you to particular offices, and thus we shall form a sort of privy council in your body, consisting of the officers. The Senior of these, who will be the mouth-piece of the body, and next the throne, will have the especial charge of School, and will have to see especially to the enforcement of those rules which we have already made, with regard to conduct in the school-room during out-of-school time. The next will have the charge of the Libraries, both the boys' and the Prefects', though in the charge of the former he will have an authorized subordinate from among the Inferiors. The third and fourth will be Prefects of Chapel. And the fifth will have charge of the Dormitories;—I think we must call him Prefect of Chambers, for dormitory is rather too long a name. The points of detail of each office, though not easily drawn out on paper, will, I think, practically be easily developed, after a short experience. And now I am ready to hear

such questions as may occur to any of you to ask me, and thus we may get at a little further knowledge of our position and duties.

[Then followed an interesting conversation of some length; chiefly on points of detail, which, the Warden says, "he could not, and probably would not if he could, record."]



